



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2929 E McKellips Rd, Mesa, AZ 85213

Life School College Preparatory, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05 Performing  
2003-04 Performing  
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Mike Epperson  
Schedule : 07:00 AM to 05:00 PM  
Grades : Pre-K-8  
2005 Enrollment : 320  
Web Address : [www.franklinartsacademy.com](http://www.franklinartsacademy.com)  
Phone Number : (480) 924-1500  
Fax Number : (480) 924-0552  
E-mail : [mepperson@franklinartsacademy.com](mailto:mepperson@franklinartsacademy.com)

### Mission

Franklin Arts Academy offers a back-to-basics learning approach with an arts integration to help students develop a higher level of thinking. We provide a state-of-the art campus, Spalding training, character education and active parent involvement.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05 Not Met  
2003-04 Met  
2002-03 Not Met

#### School Improvement Status (b)

2004-05 Warning Year  
2003-04 N/A  
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Back to basics curriculum including Spalding phonics and writing, Saxon math, and daily homework.
- ü Arts integration helps students develop a higher level of thinking through the use of creative skills. This allows students to make connections, culturally & historically, as they build self-discipline and are fulfilled through the creative process.

### Enrollment

October 1, 2004 School Year Student Enrollment : 377  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 357

## Instructional Programs

- Ü Back to Basics Curriculum
- Ü Performing Arts
- Ü Music
- Ü Art

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/31/2006

## Shared Responsibilities

### School

Franklin Arts Academy provides a safe learning environment with high academic standards. Regular communication with parents, daily homework, and arts opportunities are available for all grades.

### Parents

Parents provide support of dress code, homework, and curriculum. Parents commit to attendance guidelines and understand daily homework and discipline policies.

## Transportation Policy

We offer limited busing available from designated pickup sites. Our policy ensures that students are allowed to ride until they make riding unsafe. We consider the bus to be an extension of the classroom and expect a high level of self-discipline. Call our transportation office for details at (480) 557-7640.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	66	79306	92	100	99	419	442	445	20	12	10	25	20	18	55	54	51	0	14	20
All Students (Prior Year)	19	70	75509	95	99	100	492	502	521	17	16	13	50	36	23	22	23	33	11	25	31
Female	NC	21	38691	NC	100	99	NC	437	446	NC	16	10	NC	16	18	NC	63	52	NC	5	20
Male	16	45	40583	94	100	99	417	444	445	21	10	11	36	23	18	43	50	50	0	18	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	NC	13	32869	NC	100	99	NC	423	429	NC	23	15	NC	23	25	NC	46	51	NC	8	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	12	38	36197	92	100	99	437	453	463	10	9	5	10	15	11	80	59	53	0	18	31
Students with Disabilities	--	NC	10321	--	NC	100	--	NC	389	--	NC	30	--	NC	27	--	NC	34	--	NC	9
Students without Disabilities	22	65	69060	92	100	98	419	441	454	20	12	7	25	22	17	55	53	54	0	14	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	15	39415	NC	75	96	NC	431	431	NC	20	15	NC	13	25	NC	60	50	NC	7	10
Non-Economically Disadvantaged	15	52	39966	100	100	100	428	445	459	8	9	6	25	24	12	67	51	52	0	16	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	66	79395	92	0	99	425	444	446	20	8	9	40	31	25	35	56	55	5	5	11
All Students (Prior Year)	19	70	75492	95	99	100	498	509	519	28	16	12	22	20	16	39	49	47	11	14	24
Female	NC	21	38743	NC	0	100	NC	446	451	NC	5	7	NC	26	24	NC	63	57	NC	5	12
Male	16	45	40618	94	0	99	419	443	440	21	10	11	50	33	27	21	53	53	7	5	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	NC	13	32915	NC	0	99	NC	430	426	NC	15	15	NC	38	35	NC	38	47	NC	8	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	12	38	36221	92	0	99	443	452	465	10	6	4	30	26	15	60	65	63	0	3	17
Students with Disabilities	--	NC	10331	--	NC	100	--	NC	388	--	NC	25	--	NC	37	--	NC	34	--	NC	4
Students without Disabilities	22	65	69139	92	0	99	425	443	454	20	8	7	40	32	24	35	54	58	5	5	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	15	39484	NC	0	96	NC	433	429	NC	27	14	NC	13	35	NC	53	47	NC	7	4
Non-Economically Disadvantaged	15	52	39986	100	0	100	438	446	461	0	2	4	50	38	16	50	56	63	0	4	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	65	78869	92	100	99	420	437	442	5	9	6	50	24	21	45	60	63	0	7	10
All Students (Prior Year)	16	67	75053	80	94	99	483	561	597	20	12	7	40	17	12	40	67	72	0	5	9
Female	NC	21	38536	NC	100	99	NC	458	458	NC	11	4	NC	5	15	NC	74	67	NC	11	14
Male	16	44	40302	94	100	99	406	427	428	7	8	8	64	33	26	29	54	60	0	5	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	NC	13	32606	NC	100	98	NC	435	426	NC	8	8	NC	38	27	NC	46	60	NC	8	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	12	37	36078	92	100	99	426	441	459	0	6	4	40	18	16	60	67	66	0	9	14
Students with Disabilities	--	NC	10246	--	NC	100	--	NC	367	--	NC	18	--	NC	39	--	NC	40	--	NC	4
Students without Disabilities	22	64	68697	92	100	98	420	433	454	5	10	4	50	24	18	45	59	67	0	7	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	14	39106	NC	70	95	NC	444	427	NC	0	8	NC	36	28	NC	64	59	NC	0	5
Non-Economically Disadvantaged	15	52	39837	100	100	100	415	430	457	8	13	4	42	20	14	50	58	67	0	9	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	22	56	78906	100	100	99	514	504	498	6	9	13	18	20	19	41	45	48	35	25	20
All Students (Prior Year)	13	50	76019	93	100	100	461	473	499	15	22	14	77	46	39	0	12	14	8	20	33
Female	NC	22	38644	NC	96	99	NC	498	500	NC	16	12	NC	16	19	NC	47	49	NC	21	19
Male	14	34	40236	100	100	99	512	508	497	0	4	15	20	24	19	50	44	46	30	28	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	17	40	36483	100	100	99	505	504	517	8	6	7	23	23	13	38	45	51	31	26	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	20	50	68310	100	100	98	521	514	509	0	3	9	19	18	18	44	51	51	38	28	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	NC	38679	NC	NC	96	NC	NC	483	NC	NC	20	NC	NC	25	NC	NC	45	NC	NC	10
Non-Economically Disadvantaged	19	47	40295	100	100	100	525	512	513	0	9	7	14	14	13	43	46	50	43	31	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	22	56	78908	100	0	99	484	480	484	0	7	10	41	32	23	53	57	58	6	5	9
All Students (Prior Year)	13	48	76020	93	100	100	488	492	503	54	42	25	31	31	23	15	21	40	0	6	12
Female	NC	22	38648	NC	0	99	NC	485	489	NC	11	8	NC	37	22	NC	47	61	NC	5	10
Male	14	34	40233	100	0	99	480	477	479	0	4	12	40	28	25	50	64	55	10	4	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	17	40	36502	100	0	99	480	482	502	0	6	4	46	35	14	46	52	67	8	6	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	20	50	68312	100	0	98	487	486	493	0	5	7	38	26	21	56	64	62	6	5	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	38662	NC	NC	96	NC	NC	468	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Non-Economically Disadvantaged	19	47	40315	100	0	100	488	485	498	0	6	5	36	29	15	57	60	66	7	6	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	22	56	78750	100	100	99	486	506	500	6	5	6	47	32	29	47	59	63	0	5	2
All Students (Prior Year)	12	45	75673	86	94	100	443	475	530	25	18	12	67	47	25	8	36	58	0	0	4
Female	NC	22	38586	NC	96	99	NC	530	515	NC	0	4	NC	21	22	NC	74	71	NC	5	3
Male	14	34	40135	100	100	99	465	487	486	10	8	8	50	40	35	40	48	56	0	4	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	17	40	36440	100	100	99	473	501	516	8	6	3	54	32	22	38	58	71	0	3	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	20	50	68196	100	100	98	491	511	513	6	5	3	44	28	25	50	62	69	0	5	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	NC	38558	NC	NC	96	NC	NC	485	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
Non-Economically Disadvantaged	19	47	40260	100	100	100	492	511	514	7	6	3	43	29	21	50	60	72	0	6	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	48	78250	91	98	99	502	505	548	50	46	21	40	29	18	10	26	48	0	0	13
All Students (Prior Year)	32	65	75001	86	87	99	432	425	468	75	75	37	19	20	36	3	3	16	3	2	10
Female	12	27	38071	92	100	99	522	517	549	20	37	20	60	32	19	20	32	49	0	0	12
Male	NC	21	40126	NC	91	99	NC	492	547	NC	56	23	NC	25	17	NC	19	46	NC	0	14
African American	--	NC	4058	--	NC	99	--	NC	523	--	NC	32	--	NC	22	--	NC	41	--	NC	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	12	35	38320	92	100	99	513	514	568	43	37	12	43	33	14	14	30	55	0	0	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	18	44	68996	90	100	99	505	506	561	44	45	16	44	29	18	11	26	52	0	0	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	12	33388	NC	75	94	NC	512	530	NC	45	32	NC	18	22	NC	36	40	NC	0	5
Non-Economically Disadvantaged	14	37	44937	100	100	100	508	503	561	40	46	13	60	33	15	0	21	54	0	0	18

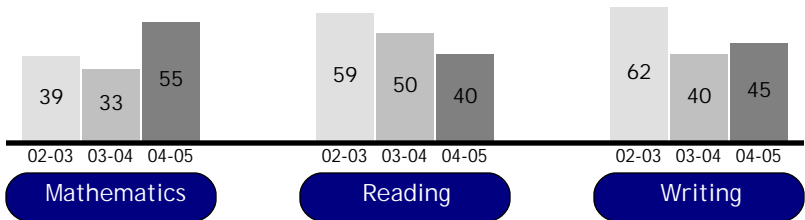
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	47	78302	91	0	99	489	488	512	20	18	11	30	29	25	50	50	57	0	3	7
All Students (Prior Year)	33	63	74918	89	84	99	470	472	497	61	59	32	12	17	19	21	17	35	6	6	15
Female	12	27	38082	92	0	99	514	503	518	0	11	8	20	16	24	80	68	61	0	5	7
Male	NC	20	40166	NC	0	99	NC	469	507	NC	27	14	NC	47	26	NC	27	54	NC	0	6
African American	--	NC	4064	--	NC	100	--	NC	498	--	NC	14	--	NC	29	--	NC	54	--	NC	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	12	34	38347	92	0	99	499	495	531	0	8	5	43	31	17	57	62	68	0	0	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	18	43	69024	90	0	99	495	495	524	11	10	7	33	30	23	56	57	62	0	3	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	12	33398	NC	0	94	NC	492	495	NC	27	18	NC	18	35	NC	45	46	NC	9	2
Non-Economically Disadvantaged	14	36	44979	100	0	100	506	486	525	0	13	6	40	35	18	60	52	66	0	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	49	78094	91	100	99	519	522	545	0	3	3	50	33	18	50	64	77	0	0	2
All Students (Prior Year)	31	60	74503	84	80	99	462	447	491	16	22	9	45	48	32	35	25	51	3	5	8
Female	12	27	38025	92	100	99	555	541	558	0	5	2	20	16	13	80	79	82	0	0	2
Male	NC	22	40013	NC	96	99	NC	502	534	NC	0	5	NC	53	23	NC	47	71	NC	0	1
African American	--	NC	4037	--	NC	99	--	NC	532	--	NC	4	--	NC	22	--	NC	73	--	NC	1
Hispanic	NC	10	29068	NC	100	99	NC	523	523	NC	0	5	NC	29	27	NC	71	67	NC	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	12	35	38265	92	100	99	520	519	564	0	4	2	43	33	11	57	63	84	0	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	18	45	68892	90	100	98	524	531	559	0	3	2	44	25	14	56	72	82	0	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	13	33296	NC	81	94	NC	513	527	NC	8	5	NC	33	27	NC	58	67	NC	0	0
Non-Economically Disadvantaged	14	37	44871	100	100	100	534	527	559	0	0	2	40	33	12	60	67	84	0	0	3

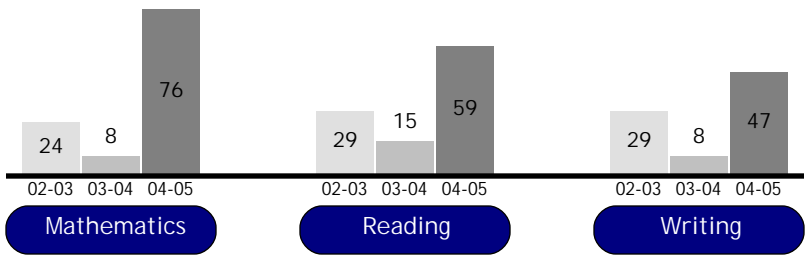
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	51	47	50	85	34	NA	58	100	48	52	47
	Language	97	32	32	43	91	36	41	50	100	51	43	47
	Mathematics	93	30	32	57	91	45	56	64	100	59	48	50
3	Reading	95	55	59	47	86	44	NA	55	92	36	43	44
	Language	90	60	64	54	86	34	55	61	92	37	44	44
	Mathematics	95	43	56	54	86	47	60	61	92	37	49	51
4	Reading	69	48	51	52	100	63	NA	56	63	53	57	48
	Language	100	38	42	48	100	46	50	52	63	47	52	49
	Mathematics	100	39	46	57	100	64	66	61	63	56	58	53
5	Reading	100	39	42	50	80	NA	NA	55	100	48	47	50
	Language	97	34	34	46	80	NA	37	49	100	47	45	50
	Mathematics	100	41	40	57	93	36	46	63	100	56	52	49
6	Reading	90	56	56	53	85	53	NA	56	77	46	57	51
	Language	98	40	43	45	89	38	47	48	77	42	50	47
	Mathematics	100	61	59	62	89	70	65	66	77	35	53	52
7	Reading	88	59	52	51	97	34	NA	54	86	41	45	50
	Language	94	56	52	54	91	37	38	58	86	42	47	52
	Mathematics	100	47	42	58	94	37	42	62	86	36	40	50
8	Reading	95	61	57	53	85	44	NA	55	91	32	36	51
	Language	92	50	48	49	80	32	30	52	91	30	36	50
	Mathematics	100	46	44	58	88	37	33	61	91	25	33	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Franklin Arts Academy - Gold

## School Site Council

### Council Composition

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

### Council Duties

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	17.00
Other Professional Staff	1.00	Teacher Aide	3.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	5	3	0	0
7 to 9 years	0	0	0	0
10 or more years	0	1	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	20
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

Ü Music/Theatre	Ü Computer Lab
Ü Piano Lab	

### Extracurricular Activities

Ü Intramural Sports
Ü Performing Arts
Ü Visual Arts
Ü Music

### Social Services

Ü All Day Kindergarten
Ü Pre-Kindergarten

## Indicators of Success Based on Historical Data from 2004-05

## School Achievements/Accomplishments 2004-05

- Ü Franklin Arts Academy - Gold participated in the Arizona Interscholastic Association last year, and qualified for the state playoffs in a number of our sport programs.

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	25	12	12	17
Transfers In Rate <sup>6</sup>	34	28	28	37
Stability Rate <sup>7</sup>	74	87	87	82
Promotion Rate <sup>8</sup>	55	96	95	81
Retention Rate <sup>9</sup>	2	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	55	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Franklin Arts Academy offers a small safe campus with a zero tolerance regarding tobacco, alcohol, drugs and violence. Respect for personal and public property is taught by stressing respect rather than fear of punishment. This is a closed campus which prohibits students from leaving and bringing trouble back on campus.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Mike Epperson	(480) 924-1500
Transportation Policy	Pete Loll	(480) 557-7640
Community Resources	Gloria Warnick	(480) 830-3444
School Nutrition Programs	Terry Holck	(480) 924-1500
Parent Organization	Beverly Williams	(480) 924-1500
Student Health/Nurse	Terry Holck	(480) 924-1500

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.